



RIDE Rhode Island
Department
of Education

ACCOMMODATIONS WEBINAR SERIES: INTRODUCTION TO ACCOMMODATIONS

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AGENDA

- What are accommodations and modifications?
 - Examples
 - Testing vs. Instructional Accommodations
- How to Select Accommodations
 - Strategies for collecting evidence for accommodations

ACCOMMODATION WEBINAR SERIES OVERVIEW

- Introduction to Accommodations
- Accommodations for ELs
- Accommodations for students with disabilities
- Assessment and Accommodations Q&A

ACCOMMODATIONS VS. MODIFICATIONS

Accommodation

- A change to instructional or testing procedures or materials that allows a student to fully access the information and to accurately demonstrate knowledge. Instructional accommodations are changes made to the delivery of classroom instruction or to the accompanying materials.

Modification

- A change to instruction or curriculum that alters either the content of that instruction or student performance expectations. Modifications are useful for students for whom all possible accommodations have been considered but who nevertheless require additional measures to help them progress in the general education curriculum.

ACCOMMODATION VS. MODIFICATION

Accommodations do not change:

- the content of instruction;
- the expectations for learning;
- the requirements of the task.

Accommodations do change:

- parts of the instruction and/or test in a way that promotes student independence during instruction and testing.

Modifications do change:

- the expectations for learning; and
- the requirements of the task usually by reducing what the student is expected to learn.

TESTING VS. CLASSROOM (INSTRUCTIONAL) ACCOMMODATIONS

Testing Accommodations

- **change** the format of a test
- **change** test administration procedures
- **change** the materials students use
- **do not change** *what* a test measures

Classroom (Instructional) Accommodations

- **change** the delivery of classroom instruction and/or accompanying materials.
- **change** how students interact with the content being taught
- **do not change** the scope or range of the grade-level content standards
- **do not change** the complexity of the content students are expected to learn.

TESTING VS. CLASSROOM (INSTRUCTIONAL) ACCOMMODATIONS (CONT.)

- **Classroom accommodations** allow the special educator to "test the waters" and determine how the student will be able to complete assessments as independently as possible. There should be multiple trials with data collection evidence to determine what has been successful for the student without over accommodating.
- **Testing Accommodations** are the result of the student being the most independent as possible on grade level content. These are accommodations that the student will be using without a doubt on the test.

EXAMPLE 1

- Joe has Autism and always performs better on exams after lunch. “Change of Schedule” is an accommodation that could support Joe’s success on his exams.
- This accommodation does not change the actual content that is being assessed, it only changes the time of day the test is given.

Area of Concern	Evidence	Accommodation
Performance on Exams	It has been noticed and recorded that the student has performed significantly better after lunch time.	Change of Schedule for Assessment

EXAMPLE 2

- Kate has Autism and demonstrates difficulty with executive functioning which affects her ability to organize her writing. Support that might help her with this is a graphic organizer or a checklist.
- This is an accommodation because it does not change the content or expectations of the assignment, but does address the issue that Kate is having with executive functioning by helping her to organize her ideas.

Area of Concern	Evidence	Accommodation
Executive Functioning	One component of executive functioning that has affected Kate has been in the organization of writing	Graphic Organizer Checklist

EXAMPLE 3

- Lincoln has Autism and is more than two grade levels behind in reading. His teachers tried a few interventions but he is not responding in the way they hoped and his progress in reading is very slow. In order to develop his comprehension skills, Lincoln benefits from using less complex texts and answering fewer questions during testing.
 - Shorter, less complex texts, and answering fewer questions during testing are modifications. They change the content and the learning expectations of the student.
 - Students using modifications like these make up a small percentage of the student population. All modifications should be modeled from the grade level expectation in order to continue to grant access to grade level materials.

Area of Concern	Evidence	Modification
Performance in English	Multiple grade levels behind Interventions unsuccessful Very slow academic growth even with all tiers of support	Less Complex Texts Fewer questions Less answer choices

ACCOMMODATION OR MODIFICATION?

- Because Emory has cerebral palsy, she has difficulty with tasks that involve fine motor skills, such as turning the pages of a book. Therefore, she is allowed to use e-texts instead of the physical textbooks used by her fellow students.
- Is this considered an

OR

Accommodation

Modification

ACCOMMODATION OR MODIFICATION?

- Cody loves to tell stories but has a hard time putting his words on paper. When his teacher assigns a two-page paper, she allows Cody to write one or two paragraphs instead.
- Is this considered an

Accommodation OR Modification

ACCOMMODATION OR MODIFICATION?

- Dantrell is deaf. A sign language interpreter accompanies him to his classes and relays all the information that the teacher presents.
- Is this considered an

OR

Accommodation

Modification

ACCOMMODATION OR MODIFICATION?

- To prepare for an upcoming lesson on character development, Mrs. Winters assigns her students a novel that is 100-pages long. Knowing that Adora has a disability that affects her reading, Adora is assigned an abridged version of the same novel written at a lower level that is 20 pages.
- Is this considered an

OR

Accommodation

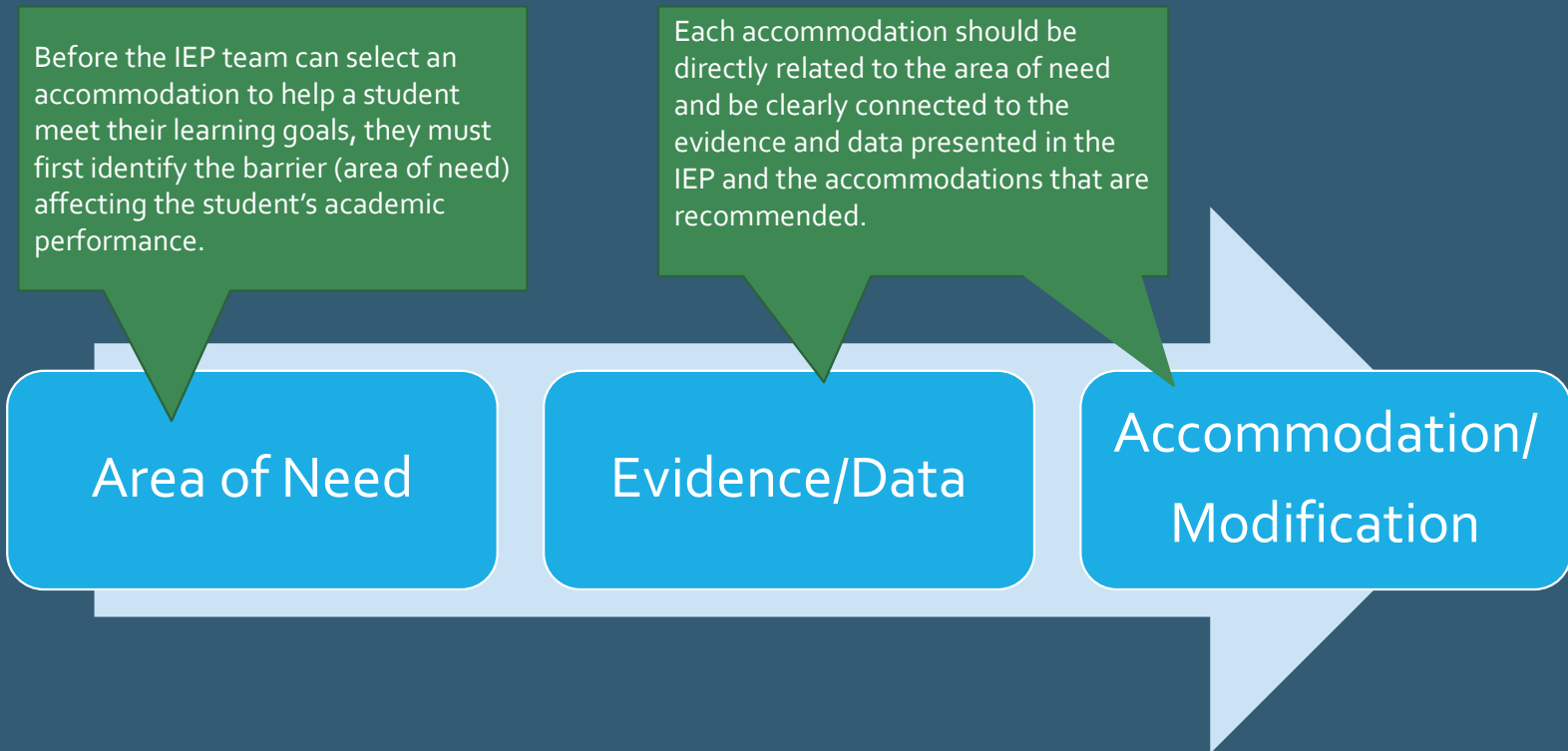
Modification

HOW TO SELECT ACCOMMODATIONS

STATE POLICY FOR CLASSROOM AND ASSESSMENT ACCOMMODATIONS

- Only students with a 504 Plan or IEP
- Any accommodation must be included in the 504 or IEP
- Accommodations must address the diagnosed disability(ies) of the student
- Educators should be able to provide a rationale and evidence as to why the accommodations were selected and what challenges the accommodation is expected to address.

HOW TO SELECT AN ACCOMMODATION



HOW TO THINK ABOUT ACCOMMODATIONS

- Less can be better
- Learning curve should be expected
- What will help the student access instruction and assessments but not restrict their independence?
- Student independence should increase every year.

EVIDENCE/DATA DRIVES ACCOMMODATION SELECTION

- The accommodation should be selected from a variety of data that demonstrates the need for the accommodation. Some possible sources of data would include:
 - Present levels of academic achievement and functional performance
 - Individual strengths and needs
 - Specific learning goals
 - Academic or social behaviors that interfere with the student's learning
 - Modalities (e.g., visual, auditory) that work best for the student
 - Accommodations that have already been tried (what has and has not worked well)
 - Some of the challenges presented by the use of these accommodations
 - How the accommodation will be evaluated to determine whether it is working
 - Whether the student is amenable to the accommodation and will likely use it

DATA COLLECTION

- These are the most frequently used methods of data collection used:
 1. Frequency/event recording
 2. Duration Recording
 3. Interval Recording
 4. Whole Interval Recording
 5. Partial Interval Recording

FREQUENCY/EVENT RECORDING

- Counting the number of times a behavior occurs in a specific time period. Behavior and can be easily counted and has a clear beginning and end. Such as:
 - initiating a task
 - protesting task demands
 - asking for help
- Do not use if the behavior is:
 - occurring at such a high rate that an accurate count is impossible (e.g., pencil tapping).
 - occurring for extended periods of time (e.g., two tantrums, but each tantrum is one hour).

FREQUENCY RECORDING EXAMPLE

- Procedure:
 - Every time that you are observing the behavior:
 - Write down the date
 - Make a tally mark every time that the behavior occurs
 - At the end of the observation period, total the number of tally marks for that day. Continue on the next day.

FREQUENCY RECORDING EXAMPLE

- Behavior Defined
 - Leaving seat during class time: Being at least one foot away from desk/seat during class, anytime after tardy bell rings. Includes times when has asked for permission to leave seat. Time Period: Math in class assignment from 9:00-9:30AM
 - Data Collection: Tally each time the student exhibits the defined behavior in the set time period. Ensure you do this over an extended timeframe to rule out some external factors.
- Depending on the data collected from this sample, the teacher could make decisions on the following accommodations:
 - Preferential seating
 - Frequent Breaks/Scheduled Breaks
 - Change time of testing

DURATION RECORDING

- Duration Recording captures the length of time a behavior begins and ends. Use this method if:
 - The behavior has a clear beginning and end.
 - The behavior occurs at such high rates, it is difficult to get an accurate frequency count (e.g., number of taps during pencil, finger, or toe tapping).
 - You want to measure the length of time the student engages in the behavior.
- Useful for measuring:
 - The length of time the student uses an accommodation.
 - Student engagement such as time spent working on an assignment.
 - The length of time behaviors such as tantrum-throwing or crying last.

DURATION RECORDING EXAMPLE

- Behavior: You are interested in understanding how frequent breaks are used by a student during testing. Observe the time on the test and how long the student uses frequent breaks.
- Data Collection: timing the behavior is recorded. This should be done across multiple settings over time.
- Depending on results, the following accommodations might be considered:
 - Frequent breaks
 - Extended time
 - Stress ball or other fidget device

INTERVAL RECORDING

- **Interval Recording** captures whether a behavior occurred during a defined time period (intervals). At the end of each interval, the observer records whether or not a specific behavior occurred.

WHY USE INTERVAL RECORDING?

- **Interval Recording is used:**
 - When it is difficult or impractical to constantly observe a behavior in relation to other variables in the classroom
 - For continuous behaviors
 - For behaviors, whose onset and end are difficult to distinguish because the behaviors occur at such high rates.
- Data are reported as a percentage: divide the number of intervals in which the behavior occurred by the total number of intervals, then multiply by 100.

WHOLE INTERVAL RECORDING

- **An observer indicates whether the behavior lasted the entire time of the interval.**
- Behaviors to observe during whole interval recording could be:
 - Reading
 - Writing
 - Attending to tasks
 - Using an accommodation throughout the entire assignment
- Whole Interval Recording is useful for making decisions about the length of time an accommodation is needed or how much attention the student has for particular tasks.

WHOLE INTERVAL EXAMPLE

- Behavior: Student being productive by engaging in the assignment given during a math period. The observer will use 10 minute intervals.
- What was observed: The student worked on the assignment for the whole ten-minute interval. This was observed visually and through what the student spoke about during this time.
 - In this case, the observer is looking for on task behavior.
 - Because the student worked continuously, this interval would be counted as seeing the behavior (+)
 - If in the next interval, the student became distracted at all during the 10-minute interval, it would be recorded as the NOT seeing the behavior (-)

PARTIAL INTERVAL RECORDING

- **Partial-interval:** An observer indicates whether the behavior occurred at any point during the interval.
- Examples of behaviors:
 - Physical Contact
 - Participating in class discussions
 - Making positive statements towards peers
- This could be particularly helpful in understanding supports a student might need to strengthen or lessen each behavior

PARTIAL INTERVAL RECORDING EXAMPLE

- Behavior: The teacher is interested in understanding if the student is participating in classroom discussions.
- Data Collection: The teacher will use 15-minute intervals. If she sees the student participating in conversation, then she will record a (+). If the student does not participate within the 15-minute interval the teacher will record a (-).
 - As a result, if a student is not participating in classroom discussions, the special educator might consider adding the classroom accommodations of preview of materials prior to classroom discussion*, assistance in creating possible discussion answers prior to discussion*, or even explicit teacher prompting*.

**These accommodations are not available during state assessments.*

ANNUAL IEP REVIEW DISCUSSION POINTS

- Observe the student to understand where the student might be experiencing strengths and weaknesses.
 - Review the initial evaluation or the last three-year re-evaluation.
- Meet with the previous case manager to determine what was needed and the rational for accommodations.
- Review progress on goals and the present levels to determine the effectiveness of the current accommodations.
- Be willing to add, remove, or adjust accommodations when they stop providing access to instruction or to assessments.

HOW TO CHANGE ACCOMMODATIONS

- Each district should have a process for amending an IEP if the full IEP team cannot meet.
- Part of the amendment process includes discussing the changes with the family, providing them with documentation of the change, and getting a formal agreement to the changes.
- NOTE:
 - Any accommodation used for state assessments **must be in the IEP before the student can be tested. Students may not be tested using an accommodation if it is not in the IEP.**

TEACHING STUDENTS TO USE ACCOMMODATIONS

- Each accommodation needs to be taught.
- Outline the following for the student:
 - When is the accommodation used?
 - *Will it be used in all content areas or only in one (like math or science)?*
 - How it will work during instruction?
 - How it will work during testing ?
 - What should the student do when a teacher does not provide the accommodation?
 - When is it ok to refuse an accommodation?

QUESTIONS?

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